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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade: Kinder** | | **Unit: 1 Maths - Agenda** | | | | | **X Driving Supporting X Discipline-Specific** | | | | |
| **Modality**  **X Visual**  **x Kinaesthetic**  **X Auditive** | **Style**  Mastery  **X Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  Verbal-Linguistic  **X Kinaesthetic**  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  **X Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **X Checklist**  **X Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:**    **HANDLING DATA:**  Identifies outcomes in order of likelihood: will happen, might happen, won´t happen.  **MEASUREMENT:**  **Transdisciplinar:** Compares events to measure time.  **Discipline specific**: Estimates, compares and measures length (short, long).  **SHAPE & SPACE:**  **Discipline specific:** Follows instructions that describe position: between, next to, behind (Review: In, out, on, under)  **NUMBER:** Identifies numbers up to 20. | | | | | | **Skills: Thinking (co**mprehension, Application) | | | | | |
| **Materials:**  ACCORDING TO EACH STATION | | | | | | **Grouping**  Individual  Pairs  **X Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  **X Stations** |
| **Date:** week 8 | | | **Time:**  20 min in each station, 3 periods. | | |
| **Description** | | | | | | | | | | | |
| **Opening:** Divide the class according to flexible grouping and explain what to do in each station. Give out the route to each child according tohis/her agenda. | | | | | | | | | | | |
| **Main Activity:**  **Station 1: HANDLING DATA (Probability with a teacher)**. Materials: Little Monster book, big paper chart, markers.   |  |  |  | | --- | --- | --- | | Will happen | Might happen | Won´t happen | |  |  |  |  * Read the book *Little Monster* to the children*.* Discuss with the group what happened in the book. Make different questions to find out what is possible and impossible in the story. For example, “Can we play with a monster in our room as the character in the story?” “No! Right! That is impossible!” and continue presenting different situations from the story. Contrast possible and impossible (10 min) * Give the children some daily and fiction situations and ask if they are possible or impossible. Introduce the new vocabulary: Will happen, might happen, won’t happen. Make the children realise, through different questions, that the possible events have different possibilities: some are sure to happen, they will happen; and some can happen but we cannot say that for sure, they might happen.   Examples of Situations: Will an elephant walk in through the classroom door? A teacher? A Child? A mother? Etc.  Will it snow tomorrow in Cali? Will it be sunny? Will it rain?  Will it be dark at lunch time?  Will it be your birthday tomorrow?  Will it be Christmas tomorrow?  Will teacher Vicky fly to the office? Walk? Run?  Children must try to give a reasonable explanation for their answers.  **Station 2: MEASUREMENT transdisciplinar (Time, with a teacher)**. Materials: Two candles, same length.  Ask children about how they think we can measure different moments/events/actions from the daily routine. Which ones are longer, which are shorter, how we can compare the length of those moments/events/actions. What we can use to measure time. Afterwards, invite them to make an experiment with two candles:   1. Put one candle close to a wall and draw a dot on the wall where the upper part of the candle is, then put the other candle close to the first one and draw the dot on the wall where the second one is too. Ask two children to go to different places from the school, one must go to a near place and the other must go to a further place, this last one could be out of Pre-primary section. At the same time ask the two volunteers to go to those places just walking slowly. As soon as each child shows up in the classroom blow out the flame and draw a dot on the wall where the top of the candle is now. Have children compare the two candles. Ask chn: which candle got smaller?, which is longer? why?. Have them come to the conclusion that this is a way to measure time (non standard unit). 2. With the whole group light a candle as soon the short recess starts and mark it on the wall, then blow out the candle when it finishes. Do the same with the other candle to measure long recess. Compare the two candles after long recess. NOTE: As they already have a general idea about the use of the clock, use it to measure the length of the different activities, making the time vocabulary simple, for example: *when the* ***long hand*** *goes to number 10 you must finish your work!* Explain to them that the clock is the most common standard unit of measuring time.   **Station 3: MEASUREMENT (Length, independent).** Materials: length worksheet, clips.  Give out the worksheet. The chn have to measure some parts of the body with the clips and record it.  **Station 4: SHAPE & SPACE (Positions, independent).** Materials: Positions worksheet, pencil case.  Give out the worksheet, the chn have follow the instructions to review *in-on-under* positions.  **Station 5: NUMBER (Identify 1-20, independent).** Maths book, printed numbers in a strip of paper, scissors, glue stick, pencil case. | | | | | | | | | | | |
| **Tier 1 number:** numbers 10-20 | | | | | | | | | | | |
| **Tier 2 number:**  numbers 5-15 | | | | | | | | | | | |
| **Tier 3 number:** numbers 1-10 | | | | | | | | | | | |